Age of Reform

NAME _____

GRADE _____ PERIOD _____ PAGE _____

EU ***2A, 2C, 5A, 5C***

As our nation grew, problems developed as people tried to adjust to the dramatic jump in population and assist those who received unfair treatment. People called ***reformers*** worked to make society better for people. As you work through the stations, please think about how you can answer this Essential Question:

Discuss and evaluate why Americans felt a need to reform society in order to create progress for people

All of these readings can be found in your Davidson text

PROBLEMS	PROGRESS OR NOT?
Document # 1 **CARE FOR THE MENTALLY ILL** **(read Davidson pp. 412-413, "Dorothea Dix: Helping the Helpless")** People were caged and treated like animals. They were put in prison and not given help because people did not know how to handle them and doctors did not know how to treat them. People were often ashamed. Dorothea Dix worked to make states see that they needed to assist families with the challenges of these illnesses.	***Main Idea***: _____ 1). How was the work of Dorothea Dix a sign of progress in the American mental health system? 1. The prisons were always full of people. 2. ***States became involved in helping those with mental illness.*** 3. Dorothea Dix refused to show states how illnesses affected families. 4. There really was no progress.

PROBLEMS	PROGRESS OR NOT?
Document # 2 **EDUCATION (read Davidson pp. 413-414, "Educating a Free People")** America wanted to educate students to become better citizens. However, schools were overcrowded, teachers were too strict and teacher pay was too low. Towns could not decide how to pay for schools. Many felt only the rich needed an education and many rich people resented paying for the education of the poor. Many poor needed children to work to bring in extra money. In addition, people like Emma Willard set up schools for girls as well. Horace Mann, the father of American education, felt all children deserved a good education and encouraged towns and cities to collect school taxes. He wanted colleges to train teachers and urged states to set up Boards of Education to set standards for schools.	***Compare/Contrast***: _____ 2). Both Willard and Mann felt that 1. only children in rich families deserved a good education. 2. the role of the child was to make money for the family. 3. ***towns need to pay money to educate their children.*** 4. all teachers need to be strict at all times.

PROBLEMS	PROGRESS OR NOT?
Document # 3 **WOMEN'S RIGHTS (read Davidson pp. 408-411, all of Red Section 2 "Women are Created Equal")** Women had few political or legal rights. Husbands owned land and kept the women's wages. Husband had children if divorced. Women could not vote or go to college. Many men felt women did not deserve their rights and belonged "in the home." Some women did not support the rights movement. Some reformers were attacked for their beliefs. Elizabeth Cady Stanton set up a conference to address women's rights and issues in Seneca Falls, NY in 1848. At this Seneca Falls Convention, delegates signed the ***Declaration of Sentiments,*** modeled after the ***Declaration of Independence,*** demanding the rights of women as American citizens be acknowledged and respected by society. Rochesterian Susan B. Anthony also led the crusade for women's rights, focusing on the right to vote for women, equal education opportunities and equal pay for equal work.	***Author's Purpose***: _____ 3). The author of this secondary source wants readers to know that ***1. women need to be respected with equal rights and opportunities.*** 2. Seneca Falls, NY is the birthplace of Susan B. Anthony. 3. men and women always had equal rights and equal treatment. 4. most women during this time went to college.

PROBLEMS	PROGRESS OR NOT?
Document # 4 **ABOLITION OF SLAVERY (read Davidson pp. 404-406, "A Call to End Slavery," "Railroad to Freedom," and "The Nation Reacts")** There were over million slaves in the South, they were owned by their masters, they had no rights and they were treated cruelly. The South needed slaves to survive, the number of slaves they owned show their progress and they felt slaves were not equal and did not deserve rights. Congress did little to stop slavery. Many felt that freed slaves would take jobs from workers in northern factories (working for lower pay!) and that slavery was vital to the national economy – slaves could plant and harvest the crops like cotton and tobacco needed to keep the northern factories in business. Many southerners who felt that slavery was wrong created a series of secret routes to help slaves escape to the free states of the North or to Canada. This ***underground railroad*** was a risk for both slaves and those who helped the slaves, but it was very successful. Henry Clay was the President of a group called the American Colonization Society during the first half of the 19th century. They worked to create colonies for liberated (freed) slaves on the Africa's west coast. This colonization movement was not generally supported by slaves, as they felt they belonged in the U.S. as much as anyone, since they were born in America. Rochesterian Frederick Douglass worked for the abolition of slavery and for women's rights, also from Rochester. Douglass published an anti-slavery newspaper called "The North Star." William Lloyd Garrison also published the "Liberator", an anti-slavery newspaper, at a peril to his own life. Harriet Tubman was a leading conductor on the Underground Railroad, who led many slaves to freedom into the free states of the North or Canada.	***Summary***: _____ 4a). How did the work of Douglass, Garrison and Tubman demonstrate progress for slaves in America? 1. None of them supported the underground railroad. 2. They agreed that only a few rights for slaves were needed in America. ***3. Their work led to awareness of the cruelty of slavery.*** 4. Each of them moved away with the colonization movement. ***Inference***: _____4b). Why did the leaders of the women's rights movement and abolitionist movement often work together? ***1. Both wanted equal rights and opportunities for their group.*** 2. Congress agreed that slavery had to end. 3. Douglass felt that his newspaper was not important. 4. They both feared they would be sent away in the colonization movement.

PROBLEMS	PROGRESS OR NOT?
Document # 5 **FACTORIES (read Davidson pp. 299-301, "The Lowell Experiment" and "At Work in the Mills")** Considering the long hours and dangerous conditions of factory work, workers began to unionize. By banding together to demand better factory conditions, workers had a better chance of succeeding. Beginning in the 1830s, workers started strikes to demand pay increases, shorter hours, and safer working conditions. Although many business owners easily replaced strikers with new immigrants, workers continued to form labor unions and occasionally and strike for better conditions. This growth of factories led to an increase in **<u>urbanization</u>**, a growth of cities due to people needing to live closer to their place of work before the advent of motor transportation.	***<u>Details</u>***: _____ 5). What three things did labor unions fight for? 1. urbanization, strikes and transportation 2. equal rights for slaves, women and Native Americans 3. ***shorter hours, higher wages and better working conditions*** 4. less pay, longer hours and safe working conditions.

Discuss and evaluate why Americans felt a need to reform society in order to create progress for people

(Please use your CEEI format and use at least three pieces of cited evidence in your answer.)

Grade 7
Unit 5: New Nation
Declaration of Sentiments 1848 Document

Declaration of Sentiments (sentiments are feelings)
(written by Elizabeth Cady Stanton)

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator ***(God)*** *with certain unalienable* ***(basic)*** *rights. The history of mankind is a history of repeated injuries on the part of man toward woman, having as its direct object* ***(purpose)*** *the establishment of an absolute tyranny* ***(total power)*** *over her. To prove this, let the facts be given to the world: He has never permitted her to exercise her unalienable right to vote. He has forced her to submit* ***(give in)*** *to laws she had no voice in forming. He has taken from her all right to property, even the wages she earns.*

- Adopted by the Seneca Falls Convention, 1848

1. Which convention adopted the Declaration of Sentiments? (1 pt.)

   Seneca Falls Convention

2. List two rights the writers of this Declaration wanted. (2 pts.)

   equality
   basic rights
   vote
   have a voice in laws
   own property
   keep wages

3. Explain a similarity between the Declaration of Sentiments and the Declaration of Independence. (1 pt.)

   both start with "we hold these truths..."
   they are both a list of grievances – one for colonists, the other for women

The Erie Canal NAME_____

GRADE____ PERIOD_____ PAGE____

EU ***1B, 1D***

After the American Revolution, farmers and merchants were always looking for ways to improve commerce (trade) and transportation of their goods. They wanted to ship more in less expensive ways in order to increase their profits. New York Governor DeWitt Clinton envisioned a canal (a man-made waterway) linking the Great Lakes with the Mohawk and Hudson Rivers in his state. This would connect the Atlantic Ocean to the Great Lakes so western farmers could ship their goods to New York City and businesses. Towns and cities would also grow along the canal route. The canal would reduce travel time and the cost of shipping goods. It also made New York City a center of commerce (trade) and led to the urbanization of towns (helped towns grow into cities). Thousands of Irish immigrants were used as cheap labor to undertake the project. The canal was begun in 1817 and was completed in 1825. Please work on the following documents to assist you in answering this Essential Question:

Discuss and evaluate if the opening of the Erie Canal showed progress for the United States.

Document # 1: A Memoir at the Celebration of the Completion of the New York Canals
by Cadwallader Colden

"Canals, extending more than four hundred miles, have been completed in little more than eight years ,....Vessels [ships].... meet ships from the Atlantic, at a point which, two hundred years ago, was surrounded by a wilderness, filled with savage tribes, hostile to each other....Instead of savages in their canoes, there will be magnificent barges, gorgeously decorated .... [This] is evidence of how immeasurably [very highly] civilized society transcends [rises above] savage man....Just a short time ago, all here was wild and savage .... The vast and fertile regions of the West, were doomed to be a perpetual [never-ending] wilderness until we opened communication with them by our canals."

Main Idea:

_____ 1). Cadwallader Colden considers progress to be

1. hostile and savage tribes.
2. ***the introduction of canals, barges and civilization.***
3. the wilderness of the West.
4. canals that were completed in four hundred years.

Document # 2: The poem, "The Erie Canal," by Samuel Woodworth

Yet, it is not that Wealth now enriches the scene,
Where the treasures of Art, and of Nature, convene [come together];
'Tis not that this union (of waters) our coffers [money containers] may fill –
O! no – it is something more exquisite [wonderful] still.

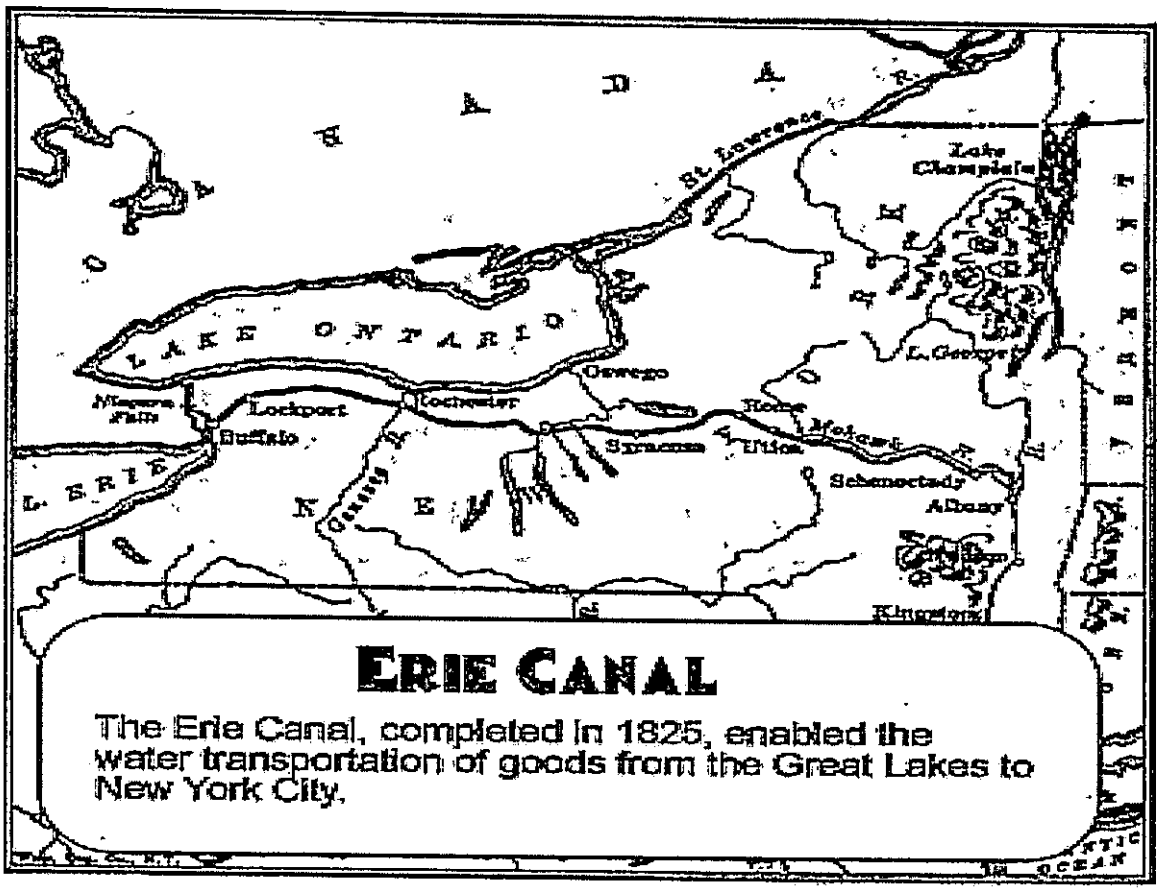
'Tis, that Genius has triumph'd – and Science prevail'd.
Tho' Prejudice flouted [doubted] and Envy [jealousy] assail'd,
It is, that the vassals {European poor] of Europe may see
The progress of mind, in a land that is free.

Inference:

_____ 2). What is the poet's opinion of the Erie Canal?

1. ***The canal is a great meeting of science and nature.***
2. Only New York City will benefit from the canal.
3. Europe will never respect the completion of the canal.
4. Money is the most important motivation for building the canal.

Document # 3: A Map of the Erie Canal



3a). According to this map, what areas were now linked by the Erie Canal?

Atlantic Ocean and the Great Lakes
Mohawk River and Lake Erie
Buffalo and Albany

3b). Predict what would happen to towns such as Buffalo, Rochester and Syracuse as a result of the building of the Erie Canal and why.

They would grow into cities as trade increased and became more profitable

Document # 4 - Follow-Up Thoughts:

WORD BANK → ***New York*** ***cheaper*** ***Mississippi***

The cost of the shipping of goods would now be ***cheaper*** because transportation was so much easier. The city of ***New York*** grew dramatically as the "gateway" from the Atlantic Ocean to the Hudson River, then up to the Erie Canal. As a matter of fact, the Atlantic Ocean was now connected to the valleys of the ***Mississippi*** River for further commerce.

Document # 5: Impact on the Native Americans

The impact on Native country was as the settlers moved west they saw the fertile lands and then wanted to acquire [get] those lands of the Iroquois. The canal would displace [move] many of the tribes and their members. For the Oneidas, there was a series of 27 illegal treaties to get the land for the canal, which was probably the case for the other tribes.

- from the ***oneidanation.org*** website

5). How was the Oneidas' land acquired by the Erie Canal settlers?

Illegal treaties moved the Oneidas off of their lands

Document # 6: Irish Immigrants and the Building of Canals

Thousands upon thousands labored to build the canals. Those literally in the trenches [ditches] faced extremely arduous [difficult] conditions for little pay. Most famous in the legends of canal laborers are the Irish immigrants who worked from sunup to sundown for about fifty cents a day .... Local populations also provided unskilled labor for the canals, as well as German and Welsh [from Wales] immigrants, and in the southern canals, black slaves. The workers lived on the edge of subsistence [survival] financially; physically, canal work was back breaking, dangerous, and at certain times fraught [loaded with] with the near certainty of cholera [possibly fatal intestinal disease] and malaria [feverish disease from mosquitoes], which carried off sizable chunks of the work force during virulent [most dangerous] years.

- "Canal Workers" section of *Virginia.edu*

6). What were two conditions the immigrants had to face while building canals at this time?

Faced difficult conditions

Received little pay

Worked from sunup to sundown

Lived on the edge of survival

Backbreaking work

Dangerous work

Possibly of cholera or malaria

Please answer your Essential Question with a minimum of one piece of cited evidence:

Discuss and evaluate if the opening of the Erie Canal showed progress for the United States.

CLAIM

EVIDENCE TO SUPPORT YOUR CLAIM	EXPLANATION OF HOW YOUR EVIDENCE SUPPORTS YOUR CLAIM

INTERPRETATION OF THE CLAIM (with a judgment word)

Andrew Jackson

as President

NAME _____

GRADE _____ PERIOD _____ PAGE _____

EU **4D, 4G, 4I**

Historical Context:

Andrew Jackson served as the President of the United States during a pivotal time in the history of our nation, from 1829-1837. The U. S. Constitution was only forty years old and there were a number of challenges to its authority. At the same time, the population was expanding westward. This movement to the frontier impacted many people in a variety of ways. During these difficult times, President Jackson expressed a belief in the "common man" and promised to represent them well as America's seventh President. As you answer these documents, please be thinking of your answer to this Task:

Discuss and evaluate whether or not the leadership of President Jackson was a sign of progress for the United States.

Document # 1 - President Jackson and the National Bank

The National Bank was set up in Philadelphia by Alexander Hamilton to help pay the U.S. debts after the American Revolution. It would be used to collect taxes so U.S. bills could be paid, make loans so people could start businesses and issue paper money. President Jackson opposed the National Bank because he felt it was unconstitutional, that they provided too much power to the rich in the U.S. He preferred that the money be kept in state banks of his choosing, called "pet banks." This would keep the money closer to the people. Hence, the money was taken from the national Bank and distributed to the state and local banks.

However, eventually the independent state and local banks were not able to meet the needs of their customers and the U.S. fell into an economic depression – there was no large National Bank to provide the resources Americans needed at this time.

ARGUMENT	*COUNTERARGUMENT*
This document shows that President Jackson's leadership ***was*** progress because ***money was kept closer to the people***	This document shows that President Jackson's leadership ***was not*** progress because ***his actions led to a depression since state and local banks could not meet the needs of their customers***

Document # 2 – Changes in the Democratic Process in President Jackson's Era (time period)

DEMOCRATIC CHANGES IN THE JACKSON ERA		
VOTING RIGHTS After Jackson's election in 1828, the states eliminated the requirement that voters own property, so that most white Christian males age 21 and over could now vote.	CHOOSING A PRESIDENT Selection of Presidential candidates by party leaders was replaced by nominating conventions, where popularly elected members of each political party chose their party's one nominee.	CAMPAIGN METHODS With an increased number of voters, new campaign methods emerged. Candidates held dinners, rallies and public meetings. Jackson invited ordinary citizens to his inauguration (swearing-in ceremony on March 4, 1829)

Despite these changes, many felt that the rich and well-educated Americans had no place in the government once Jackson became President. They felt that too much power was being shifted to unqualified individuals.

ARGUMENT	*COUNTERARGUMENT*
This document shows that President Jackson's leadership ***was*** progress because ***ordinary citizens had a greater role in government***	This document shows that President Jackson's leadership ***was not*** progress because ***too much power was being shifted to unqualified individuals***

Document # 3 – Born to Command

This political cartoon was drawn by a leading newspaper in the early 19th century. Please note the rolled-up "VETO" in President Jackson's hand and the copy of the "CONSTITUTION" and the "JUDICIARY" scattered on the floor. Was this drawn by supporters or opponents of President Jackson?

ARGUMENT	*COUNTERARGUMENT*
This document shows that President Jackson's leadership ***was*** progress because ***the U.S. now a strong leader***	This document shows that President Jackson's leadership ***was not*** progress because ***Jackson acted like a King***

Document # 4 - President Jackson and States' Rights/Nullification Crisis

In the early 1830's, many Americans believed in the doctrine of states' rights – that individual states had the right to limit the power of the federal government. When South Carolina passed the Nullification Act (to "nullify" means to declare that a law will not be followed if a state felt that it was unconstitutional) in 1832, they felt that the tariffs (taxes on imports) of 1828 and 1832 were illegal. They even called the 1828 tariff the "Tariff of Abominations." These southerners sold their cotton in Europe and bought European goods in return. As mostly farmers, the South did not want to pay the tariff since they had to rely on Europe for many factory products. They felt they were being punished because they did not have the factories of the North. They threatened to secede (withdraw) from the Union if they were challenged by the federal government for not paying the tariff. In fact, Jackson's first Vice President, John C. Calhoun of South Carolina, resigned over the tariff issue. Jackson's comments about these situations included:

"Our Union—it must be preserved!"

"The Union – next to our liberty, the most dear"

"If one drop of blood be shed there in defiance [going against] of the laws of the United States, I will hang the first man of them I can get my hands on to the first tree I can find."

President Jackson was compelled to pass a Force Act through Congress to make South Carolina pay the tariff. The Force Act threatened those in South Carolina with a military response by the U.S. if they did not comply and pay the protective tariff.

A crisis was avoided when Senators Henry Clay and John C. Calhoun were able to gradually lessen the tariff over a period of years because of Clay's Compromise of 1833.

ARGUMENT	*COUNTERARGUMENT*
This document shows that President Jackson's leadership ***was*** progress because ***he used national supremacy to prevent the nation from splitting (with South Carolina seceding) and he forcefully enforced the law***	This document shows that President Jackson's leadership ***was not*** progress because ***he used threatening tactics to get South Carolina to obey the law***

Document # 5 – The Trail of Tears

Chief Justice John Marshall and the U.S. Supreme Court ruled that the Cherokees could stay on their home lands. President Jackson defied the orders of the U.S. Supreme Court and forced the Cherokees to move to another land. He did this by getting Congress to pass the Indian Removal Act to force the Cherokees to move. Jackson was interested in getting the lands for the growth of U.S. agriculture to help the economy.

John Burnett expressed his opinion of the Trail of Tears in his memoir (biography):

The Cherokee Removal

The removal of the Cherokees from their lifelong homes in the year of 1838 found me a young man in the prime of life and a private soldier in the American Army....I saw the helpless Cherokees arrested and dragged from their homes, and driven at the bayonet point ... And in the chill of a drizzling rain on an October morning I saw them loaded like cattle and sheep into six hundred and forty five wagons and started toward the west.

One can never forget the sadness and solemnity (seriousness) of that morning.... Many of these helpless people did not have blankets and many of them had been driven from home barefooted.

On the freezing morning of November the 17th, we encountered a terrific sleet and snowstorm with freezing temperatures and from that day until we reached the end of the fateful journey on March the 26th, 1839, the sufferings of the Cherokees were awful. The trail of the exiles [Native Americans being made to leave their homeland] was the trail of death. They had to sleep in wagons and on the ground without fire. And I have known as many as twenty-two of them to die in one night of pneumonia due to ill treatment, cold and exposure.....

Future generations will---condemn [speak out against] the (removal of the Cherokees)....

ARGUMENT	*COUNTERARGUMENT*
This document shows that President Jackson's leadership ***was*** progress because ***he was able to get more land for farming***	This document shows that President Jackson's leadership ***was not*** progress because ***he ignored Chief Justice Marshall*** or ***he forced the Native Americans to relocate***

Please answer your Essential Question one the lines below with your Claim, three pieces of evidence with an explanation for each and an Interpretation of the Claim with a judgment word:

Discuss and evaluate whether or not the leadership of President Jackson was a sign of progress for the United States.

MANIFEST DESTINY

NAME_____

Films – Manifest Destiny
Jackson and Expansion
Trail of Tears

GRADE ____ PERIOD ____ PAGE ____

EU ***1A, 1B, 1D***

HISTORICAL CONTEXT: After winning the American Revolution, the United States began expanding across North America. In the 1800s, Americans developed the idea of Manifest Destiny – the United States was supposed to control all the land from the Atlantic Ocean to the Pacific Ocean. This idea of expansion into the frontier (unexplored lands) pushed Americans to obtain more land in their quest to fulfill Manifest Destiny – the idea that American "superiority" and "civilization" is supposed to be spread to areas that need to be "developed correctly." Please read pp. 354-355 in your Deverell text (***up to "Acquiring New Territory"***) to assist you in answering this Essential Question:

Discuss and evaluate how Manifest Destiny was or was not progress for all Americans.

"Our manifest [the most important] destiny [something that is supposed to happen] is to overspread and to possess the whole of the continent which God has given us for the development of the great experiment of liberty [freedom] and federated [joining together] self-government entrusted [trusted] to us."

- John L. O'Sullivan, describing the nation's destiny to grow, in an editorial in the *New York Morning News* in 1845. O'Sullivan was an American columnist and editor.

"American Progress" by John Gast

1. What does the "angel" represent?

manifest destiny

westward expansion

spread of religion

2. Why would people support the idea of Manifest Destiny?

there was progress in moving west

more resources

make money

escape the cities

get more slave states

3. How does this painting illustrate the idea of Manifest Destiny? ***All are moving westward*** ***Technology impacts the frontier***
4. Which President was elected in 1844 on the promise of expanding the nation? ***James K. Polk***
5. Was America truly an "Empire of Liberty" at this time? ***America was growing as an empire, but in order to grow, freedom had to be taken away from Native Americans and slaves***

Discuss and evaluate how Manifest Destiny was or was not progress for all Americans.

To answer your Essential Question, please fill out the chart below:
(Please list the five most important items you see in the painting in the first column, then discuss whether this show progress or not and why in the columns that follow the item - 15 points)

In this Painting, I See:	Progress or Not?	Why or Why Not?
religion		
people		
horses		
Light behind the angel		
stagecoaches		

Also – telegraph wires, animals, Natives moving off the land

The Oregon Trail

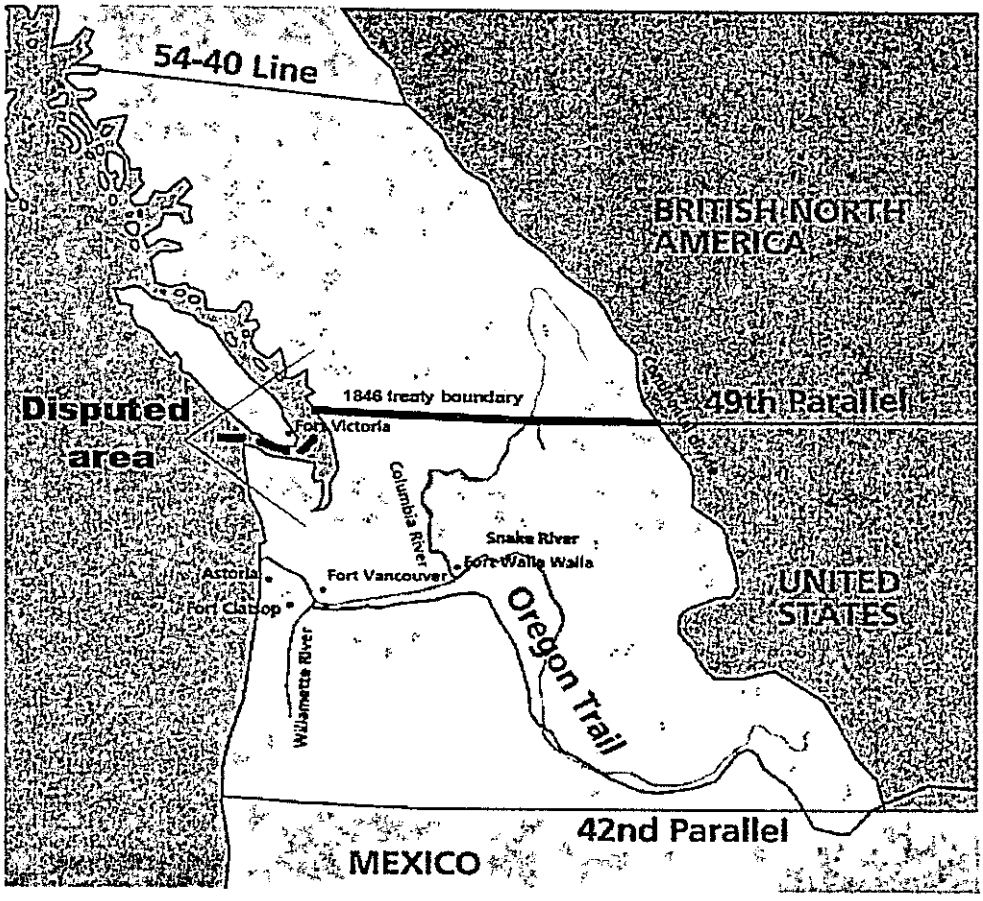
NAME _____

GRADE _____ PERIOD _____ PAGE _____

EU ***1A, 1B***

Historical Context: Since colonial times, it has been important to Americans to own land. It has been a sign of success because poor Europeans who moved to the New World found that there was plenty of land they felt they could have for free in the American frontier (unexplored and uncivilized territory). Since 1818, the U.S. and Britain agreed to share the Oregon Territory. By the 1840's, stories of the excellent natural resources caused many settlers to attempt to settle in the territory. The many beautiful natural resources made Oregon a prime territory, despite the hardships in crossing the Rocky Mountains to get there. By 1846, Britain and the U.S. agreed to split the territory at the latitude line of 49 degrees north latitude. Please read the following documents to discover some of the challenges that these settlers faced in their journey to Oregon. This will help you answer this Task:

Discuss and evaluate whether westward expansion along the Oregon Trail was a sign of progress in the 19th century



DOCUMENT #1

Buffalo Dusk

The Buffaloes are gone
And those who saw the buffaloes are gone.
Those who saw the buffaloes by thousands and
how they pawed the prairie sod [dirt] into dust
with their hoofs, their great heads down
pawing on in a great pageant [show] of dusk,
Those who saw the buffaloes are gone.
And the buffaloes are gone.

- Carl Sandburg

DOCUMENT # 2

Western Wagons

They went with axe and rifle, when the trail was still to blaze,
They went with wife and children, in the prairie-schooner days,
With banjo and with frying pan – Susanna, don't you cry!
For I'm off to California to get rich out there or die!

We've broken land and cleared it, but we're tired of where we are.
They say that wild Nebraska is a better place by far.
There's gold in far Wyoming, there's black earth in Ioway,
So pack up the kids and blankets, for we're moving out today!

The cowards never started and the weak died on the road,
And all across the continent the endless campfires glowed.
We'd taken land and settled – but a traveler passed by –
And we're going West tomorrow – Lordy, never ask us why!

We're going West tomorrow, where the promises can't fail.
O'er the hills in legions boys, and crowd the dusty trail!
We shall strive and freeze and suffer. We shall die, and tame the lands.
But were going West tomorrow, with our future in our hands.

- Stephen Vincent Benet

DOCUMENT # 3

"Dry bread and bacon consisted our breakfast, dinner and supper. The bacon we cooked when we could obtain wood for fire; but when nothing but green grass could be seen, we ate our bacon without cooking."

Emigrant Rev. Samuel Parker

DOCUMENT #4

Walking

Most emigrants grossly overloaded their wagons, few could ride inside. Instead most walked--many made the entire 2,000 mile journey on foot. In addition, to try to make the journey through the Rocky Mountains created a challenge that few could handle successfully.

Weather

Great thunderstorms took their toll. Half-dozen emigrants were killed by lightning strikes; many others were injured by hail the size of apples. Pounding rains were especially difficult for the emigrants because there was no shelter on the open plains and the covered wagons eventually leaked.

Cholera (a deadly intestinal virus of that time period)

Perhaps the biggest problem on the Trail was a mysterious and deadly disease--called cholera for which there was no cure. Often, an emigrant would go from healthy to dead in just a few hours. Sometimes they received a proper burial, but often, the sick would be abandoned, in their beds, on the side of the trail. They would die alone. Making matters worse were animals that regularly dug up the dead and scattered the trail with human bones and body parts.

Fear of Attacks

Many Native Americans had never seen a white man and had no idea of the purpose of the people walking through their lands. Many acted defensively to protect their homes and attacked the settlers along the Trail.

DOCUMENT #5

Native Americans' Relationships with Settlers

The first section of the Oregon Trail bisected two major Native American tribes--the Cheyenne to the north and the Pawnee to the south. The emigrants worried about both. But the expected attacks did not come. In fact, there were many instances of Native American kindness--helping pull out stuck wagons; rescuing drowning emigrants; even rounding up lost cattle.

Most of the encounters with Native Americans were simple business transactions. The emigrants offered clothes, tobacco or rifles, in exchange for Native American horses or food.

Within a few years, the emigrants had overgrazed the prairie grasses, burned all the available firewood, and depleted the buffalo. Soon many tribes along the Platte were impoverished. The Natives would be forced off of their land either to find new land or into areas reserved for them.

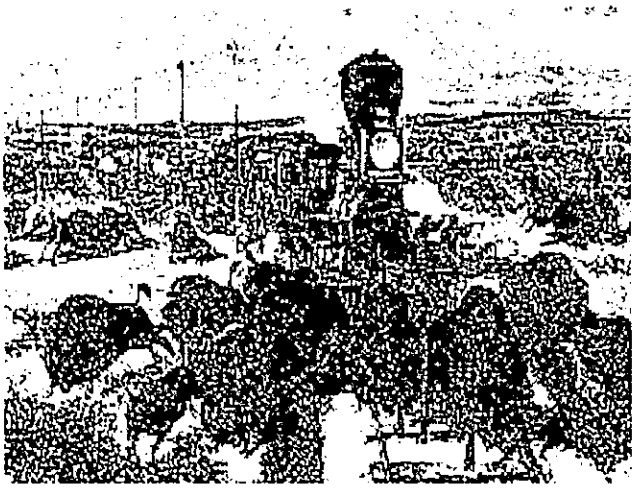
The emigrants worried a great deal about possible Native American attacks, but very few were ever actually killed by the native tribes. There were however, cases where both groups did battle over land and resources. This battle would continue until the Native Americans were eliminated or until the settlers were driven out of the area.

DOCUMENT #6

"If you have no families or friends to aid you, ...turn your face to the great West and there build up your home and fortune."

Horace Greeley, Eastern publisher

DOCUMENT # 7



Settlers are depicted on trains (above left) hunting for recreation. The aftermath (result) is shown to the right.

DOCUMENT #8

The buffalo was the source of life for the .... tribes. It provided food, shelter, clothing, tools, ornamentation, and spiritual strength. As food, the buffalo provided fresh meat for immediate use and dried meat for the winter. For shelter and clothing, buffalo skins were dried and tanned using brain tissue to soften the skins. The skins were sewn together in large half circles to make tipis and tipi liners. Shirts, breechcloths [pants], dresses, leggings, moccasins, ... were fashioned from the skins. Sinew [tissues] from the back legs was used for bindings. Buffalo robes provided bedding and relief from the brutal winter cold. Bones were used for tools. ....Shoulder blades made digging hoes. Large leg bones were used as ground pegs. Thick skins were stretched and dried to make war shields. Bones were shaped as tools to flatten porcupine quills used in decoration. Every part of the buffalo was used.

- from "Miracle, the White Buffalo."

Please answer your Task, filling in the organizer with information from *each* of the 8 documents:

Discuss and evaluate whether westward expansion along the Oregon Trail was a sign of progress in the 19th century

CITED EVIDENCE (evidence with the document number and author, if available)	PROGRESS? (please respond with Progress or Not Progress)	EXPLANATION (how your evidence shows progress or no progress)
Document 1 **Buffaloes are gone** **Carl Sandburg**	**Not progress**	
Document 2 **Chance for a better life** **Much Suffering** **Stephen Vincent Benet**	**Progress** **Not progress**	
Document 3 **Bad Food** **Rev. Samuel Parker**	**Not progress**	
Document 4 **Rough journey**	**Not progress**	

CITED EVIDENCE *(evidence with the document number and author, if available)*	*PROGRESS?* *(please respond with Progress or Not Progress)*	*EXPLANATION* *(how your evidence shows progress or no progress)*
Document 5 ***Poor treatment of Native Americans***	***Not progress***	
Document 6 ***Hope in moving to a new land*** ***Horace Greeley***	***Progress***	
Document 7 ***Destruction of the buffalo***	***Not progress***	
Document 8 ***Resources of the Native Americans were destroyed*** ***"Miracle, the White Buffalo"***	***Not progress***	

Now, please fill out the Argumentation Chart to prove your Thesis in answering the Essential Question:

Discuss and evaluate whether westward expansion along the Oregon Trail was a sign of progress in the 19th century

ARGUMENT (my response to the Essential Question)

Westward expansion along the Oregon Trail _____ a sign of progress in the 19th century because _____

COUNTERARGUMENT (opposite perspective of the Argument)

Westward expansion along the Oregon Trail _____ a sign of progress in the 19th century because _____

REBUTTAL (opposes the Counterargument and supports the Argument)

Slavery Compromises

NAME _____

GRADE ____ PERIOD ____ PAGE ____

EU **5C**

To avoid an inevitable (unavoidable) conflict over the issue of slavery, the United States has tried some compromises to bring peace to the nation. The two main Compromises, the Missouri Compromise of 1820 and the Compromise of 1850, were only temporary solutions to what was becoming a permanent problem. These activities will assist you in answering this Essential Question:

Discuss and evaluate why the Compromise of 1850 was considered a short term cause of the Civil War.

(In this context, "short term" means that the effects of this Compromise led directly and quickly to the Civil War)

DOCUMENT # 1

THE MISSOURI COMPROMISE OF 1820 (read Deverell, pages 304-305, "Missouri Compromise")

Louisiana was the first state carved out of the Louisiana Purchase, joining the Union as a slave state in 1812. Because slavery was well established there, few people protested. But when Missouri asked to join the Union as a slave state six years later, there was an uproar. In 1819, there were eleven free states and eleven slave states. Missouri wanted to enter the Union as a slave state, but the admission of Missouri would upset the balance of power and give the nation more slave states.

The Missouri Compromise decided that all territories and states north of the Missouri Compromise Line (36 degrees north latitude) would not allow slavery (they would be considered as free states). All of the territory south of the line would allow slavery (slave states). Northerners agreed to allow Missouri (north of the line) to enter the Union as a slave state because Maine would enter the Union as a free state. This would keep the balance even between free and slave states. The Missouri Compromise was developed by the Speaker of the House of Representatives, Henry Clay of Kentucky.

How could the Missouri Compromise be seen as a temporary solution to the slavery issue?

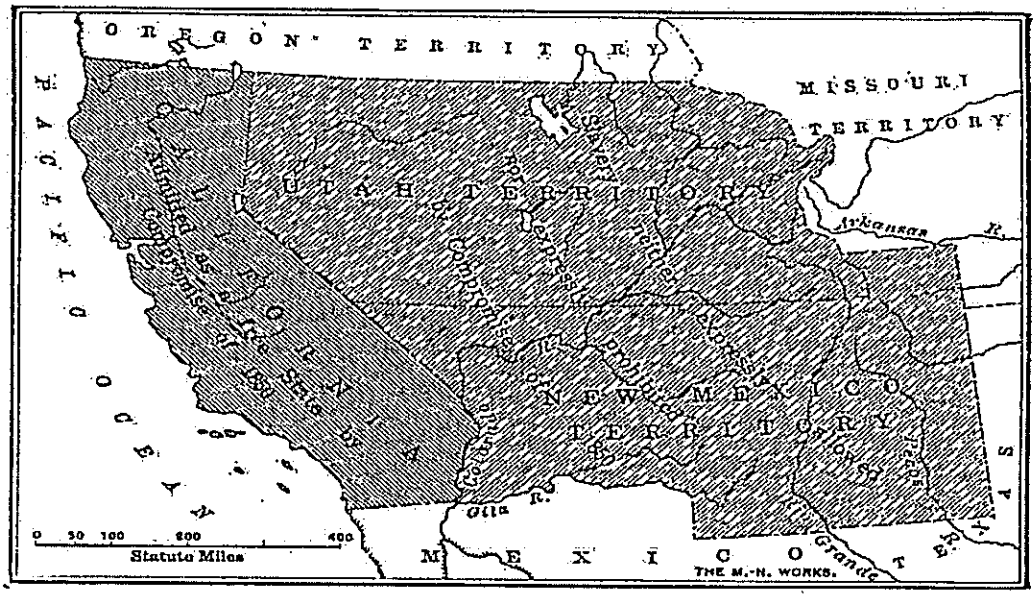
line was only valid to the Rocky Mountains – how is the slavery issued settled if the US eventually extends to the Pacific?

DOCUMENT # 2

THE COMPROMISE OF 1850 (read Deverell, pages 478-480, "Compromise of 1850" and "Fugitive Slave Act")

Despite the Missouri Compromise's attempt to answer the question of slavery, a new compromise was needed by 1850. That year, when California requested to become a free state, the balance of power in the Senate was threatened. Southerners worried that the North would have the majority in the Senate. Northerners were worried that the South would start creating many states out of the existing states south of the Missouri Compromise line in order to get more Senate seats. An agreement created by U.S. Senator ***Henry Clay*** from Kentucky (again!) was called the Compromise of 1850. It had four parts:

- California would become a free state.
- Voters in the New Mexico and Utah (the rest of the Mexican Cession) could decide the question of slavery according to popular sovereignty. Popular sovereignty means control by the people, letting the people living there decide the issue for themselves.
- The slave trade was ended in Washington DC, but not slavery.
- A new strict Fugitive Slave Law was passed, whereby northerners were required to help catch slaves who had run away to the North



What parts of the Compromise of 1850 favored the North?	What parts of the Compromise of 1850 favored the South?
- ***California is free***	- ***Fugitive Slave Law***
- ***DC slave trade ended***	- ***slavery continued in DC***

Popular Sovereignty in New Mexico and Utah could favor either side

Reaction to the Fugitive Slave Law

DOCUMENT # 3

What section of the country published the flyer to the left?

north

How do you know?

told slaves to be careful

DOCUMENT # 4

What section of the country published this flyer to the right?

south

How do you know?

Wanted to catch runaway slaves

Please write a Claim to answer the Essential Question:

Discuss and evaluate why the Compromise of 1850 was considered a short term cause of the Civil War.

Texas Independence

NAME _____

GRADE ____ PERIOD ____ PAGE ____

EU **4D**

Historical Context:

Mexico became free from Spain in 1821 and Texas was a part of Mexico. Many Americans wanted to settle in Mexico to get rich off of their excellent farmland. They also saw this as an opportunity to expand the practice of slavery. The Mexicans welcomed Stephen Austin and a group of Americans into Texas to help develop the land and control problems with the Native Americans in the area. However, the Mexicans wanted these Americans to become Mexican citizens, obey all Mexican laws and join the Catholic Church. This eventually led to anger between Mexico and the U.S. over the region known as Texas.

Please read pages 350-353 (all sections of "American Settlers Move to Texas") in your Deverell text and study the map on page 352 to help you answer these questions and better understand the Texas fight for independence and help you to better answer this Task:

Discuss and evaluate if Americans were justified in fighting to make Texas free from Mexican rule.

Please label on this map:

* Texas
* Mexico
* Disputed Territory

Please place the correct answer in the spaces that follow using the terms from the following bank – terms may only be used once:

Catholic	Santa Anna	President
slave	San Jacinto	Mexico
slavery	Mexico	Alamo

1). What were three reasons why American anger at Mexico increased, leading to an American desire for Texas to become independent from Mexico? (3)

* In 1830, ***Mexico*** closed Texas to further U.S. settlement. (30,000 Americans were there!)
* The U.S. settlers were Protestants and resented having to become ***Catholic***.
* Mexico disliked the practice of ***slavery*** since it was against their religion.

(over)

2). On February 23, 1836, Mexican General Antonio Lopez de Santa Anna captured the town of San Antonio, with their next target being the Alamo, a small fort used by those Americans who wanted independence from Mexico. The Mexicans were able to defeat the defenders of the Alamo in a bloody

battle there. This battle took only 90 minutes on March 6, 1836. The Spanish used 2,500 men and the rebels numbered less than two hundred. After taking the Alamo, the Spanish bayoneted all of the surviving rebels, including Davy Crockett and their commander, William Barrett Travis.
How did the Alamo become a symbol of the Texans' desire for freedom from Mexico? (1)

The U.S. was upset for the deaths at the ***Alamo*** and wanted revenge.

3). What part did Sam Houston play in winning Texas independence in 1836? (3)

* Houston captured ***Santa Anna***, the leading Mexican General.

* Houston won the Battle of ***San Jacinto***, which made Texas free.

* Houston eventually became the ***President*** of the republic of Texas.

4). What two reasons did President Jackson give for opposing the annexation of Texas? (2)

* Jackson was upset with the possible imbalance of free and ***slave*** states.

* Jackson did not want to risk a war with ***Mexico***.

Within years, by 1836, Texas became an independent republic from Mexico and was eventually annexed, or added to, the United States in 1845.

Please answer the Essential Question in the space below in the form of a Claim:

Discuss and evaluate if Americans were justified in fighting to make Texas free from Mexican rule.

Were justified – Americans wanted revenge for the Alamo

- ***Many Americans had moved to Texas***
- ***Many Americans and Texans wanted Texas to be free'***
- ***Mexico wanted Texas to be a Catholic nation only***

Were not justified – Jackson did want Texas in the USA

- ***Jackson did not want to risk war with Mexico***
- ***Americans felt that Texas would be a slave territory if it was free***